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# Understanding Standards

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**Support pack for National Course assessment**

**C827 76**

**ESOL Performance: speaking and listening  
(Higher)**

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# Overview

## Purpose

Understanding Standards packs are intended to provide teachers, lecturers and assessors with a clear understanding of the marks that have been awarded to specific examples of candidate evidence and the reasons why these have been awarded. They may be used in centres:

- ◆ to prepare for the assessment of the relevant course component
- ◆ as benchmarks to help assessors judge the evidence produced by their own candidates
- ◆ for training purposes

The commentary and candidate evidence in this pack should be read in conjunction with the relevant coursework assessment task and the marking instructions.

## **Assessment brief: speaking and listening**

In this assessment, you will take part in a discussion using detailed and complex English language.

The discussion will last 8 to 10 minutes.

Renewable Energy is an important source of power these days. There are different types such as wind power, solar power, wave power, etc.

Discuss the advantages and disadvantages of these different types of renewable energy and say which one you think would work best in your area.

You could talk about:

- The type of environment needed
- The costs involved
- The effect on the surrounding area
- Uses for the energy produced

You may discuss your own ideas.

You have approximately **15 minutes on your own** to prepare for the discussion.

You can make short notes but it is best not to keep checking your notes but to keep the discussion flowing.

# Candidate evidence

Video recordings to accompany this pack are available to download from SQA's secure site via your SQA co-ordinator.

**ESOLHigherSettingUpDiscussion.mp4**

**ESOLHigherDiscussion.mp4**

**ESOLHigherEnding.mp4**

There are three videos showing excerpts of a discussion.

Excerpt 1: (Setting Up) is approximately 30 seconds long and shows the setting up of the discussion.

Excerpt 2: (Discussion) is approximately 6 minutes long and shows the beginning and the main content of the discussion.

Excerpt 3: (Ending) is approximately 30 seconds long and shows the ending of the discussion.

# Commentary on candidate evidence

## Candidate 1

Candidate 1 appears on the left hand side of the video recordings.

The candidate has achieved the following marks for each aspect of the coursework assessment task.

### Speaking

The evidence placed the candidate in the **18–16 band** when assessed against the aspects of performance.

His development and communication of ideas was effective, coherent and organised with limited inappropriate hesitation.

He contributed effectively and relevantly throughout the communication. He demonstrated the ability to initiate and show sensitivity to the norms of turn-taking, which supported the development of the interaction in the context of the task. He fully achieved the task with support for each point made.

*'How many ... renewable energy do you know?'*

*'For me I think the eh ... most interesting one could be the solar power energy ... because I think solar is the most powerful energy in the future because in Spain we have a lot of sun and I think that we can enjoy the sun maybe 12 hours average every day.'*

*'We can charge our battery for use it in the night and we have a lot of scientists' development in that subject maybe could be the easy way to live.'*

*'Yes but sometime wind power have a high impact on the environment because you need to build high towers in a huge space land ... sometimes it's dangerous for wildlife and maybe only huge companies like multinationals can make the effort to build that kind of turbines.'*

*'Do you know or have you got any example of someone who is living only with green power energy?'*

The candidate showed knowledge of a range of general and specialised vocabulary and used this appropriately and mostly accurately within the context of the task.

Although there were errors, he used a range of structures with an appropriate level of accuracy to communicate clearly. He was not able to use a range of complex structures and so for this aspect he was placed in the 15–13 band.

*'I think that we need to improve all our renewable energy because in the future maybe will be the first option to have energy for our life.'*

*'Yes, I have got a friend from Spain. he's name is Maria Jose and now she is living in a small farm and she get all her energy only with solar power.'*

*'It's very interesting because she didn't pay anything to the government and multinational companies and she is very happy because she has got a lot of energy around the day and she can save fewer energy on the net.'*

*'I think that she has got not too much solar panels and she has got maybe 10 or 12 batteries and the panels charge the battery all the day because she gets the energy from the batteries.'*

*'No directly from the sun ... plugs ... eh ... panels. I think it's a very interesting idea because now she's autonomous. Maybe could be very interesting to look for or find out more things about that.'*

His production of English pronunciation features was clearly evident and effective.

### **Listening**

The candidate was awarded **5 marks** out of 5.

The candidate was awarded 5 marks because he listened attentively to the other candidate and responded with a degree of fluency and spontaneity which effectively developed the discussion. He understood fully and in detail what was said.

*'It will be perfect.'*

*'For me I think ...'*

*'Yes but sometime ...'*

*'Yes, of course!'*

## Candidate 2

Candidate 2 appears on the right hand side of the video recording.

The candidate has achieved the following marks for each aspect of the coursework assessment task.

### Speaking

The evidence placed the candidate in the **25–22 band** when assessed against the aspects of performance.

His development and communication of ideas was effective, coherent and well-organised with limited and mostly natural hesitation.

He contributed fully, effectively and relevantly throughout the communication. He demonstrated the ability to initiate while showing sensitivity to the norms of turn-taking, which fully supported the development of the interaction in the context of the task. He fully achieved the task with clear support for each point made. His output could have been more fluent and he could have given a more detailed support for each point made. This placed him in the upper part of the 21–19 band.

*'Shall we chat about renewable energy?'*

*'What's your general opinion ... on renewables ... renewable energy?'*

*'I agree. Alternative to the sorts of energy we have.'*

*'Eh ... I've always been very interested in anything renewable and something that helps the planet so ... I'll ... one of my favourite ones, and it could be hydro, where you accumulate water in a lake and then you run it through the turbines. That's probably one of the ones I like, although there is also the one, the wave power. I was also quite interested in, living now here in Scotland and knowing here are a few companies trying to develop it, ... wave power ... just using the force of the tides to generate it. Which ones ...?'*

*'I agree. I also like solar as well. Very interesting. Also solar and wind power the only thing that they might don't work very ... you know, there's times during the day, you know, obviously the sun is not shining, the wind is not blowing.'*

He showed knowledge of a wide range of general and specialised vocabulary and used this with ease and accuracy within the context of the task. He used a wide range of structures, including complex structures, with a level of accuracy to communicate the message clearly and effectively. For these aspects he was placed in the 25–22 band.

*'That's a more ... although, having said that, there's also the possibility of seeing the small turbines, you know, you can maybe pay for your own small turbine. But probably is the trickier and probably is the one you need a big investment. Whereas solar ... you might have to buy a couple of solar panels. It might not be as expensive as a turbine.'*

*'The environment, everything we try to generate, any sort of energy, it will definitely effect the environment ... one or other way but probably is just seeing which one is the one that will harm the environment the less, the least.'*

His production of English pronunciation features was consistently evident and fully effective. This also placed him in the 25–22 band.

### **Listening**

The candidate was awarded **5 marks** out of 5.

The candidate was awarded 5 marks because he listened attentively to the other candidate and responded with a degree of fluency and spontaneity which effectively developed the discussion. He understood fully and in detail what was said. He asked for clarification, where required.

*'I agree. It might be a combination of all of them.'*

*'Turbines. They do have the money, you're quite right.'*

*'Yeah. You are quite right. The environment...'*

*'I don't know anyone. Do you?'*

*'Wow.'*

*'How does it work? How does it keep the energy?'*

*'Maybe we should go and visit her and ask her more questions.'*